DOCUMENT RESUME

ED 392 962 CE 071 114

TITLE	1996 AACE Citations for Career Education Initiatives--Programs, Practices, and Publications That Work.
INSTITUTION	American Association for Career Education, Hermosa Beach, CA.
PUB DATE	96
NOTE	10p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Career Development; *Career Education; *Career Exploration; *Demonstration Programs; Economically Disadvantaged; Goal Orientation; Helping Relationship; Intervention; *Nontraditional Occupations; Peer Relationship; Program Descriptions; Program Development; Secondary Education; *Womens Education

ABSTRACT

Descriptions are provided of eight career initiatives that were cited by the American Association for Career Education as programs, practices, and publications that work. Each description is accompanied by the name, address, and telephone number of a contact person. The initiatives are as follows: (1) Beyond High School Magazine, a 36- to 42-page magazine designed to help teenagers, their parents, and educators explore career and educational opportunities; (2) ASVAB [Armed Services Vocational Aptitude Battery] Career Exploration Program, a program that forms the basis for schools to develop a comprehensive career exploration program; (3) New York City Peer Intervention Program, a program that gives confidential, collegial, voluntary, and nonevaluative assistance to teachers in difficult, unrewarding circumstances; (4) Oklahoma Four-Year Plan of Study, a planned, coherent 4- to 6-year sequence that leads to or supports a career objective; (5) Pine View Middle School Vocational Guidance Course, a course that focuses on organizational skills, exploration of career possibilities, and helping students; (6) St. Helens High School Career Development Course, which requires each student to create a personal career portfolio; (7) Sunset High School Career Resource Center, which contains a resource facility with comprehensive, well-organized, current resources adjoining a state-of-the-art computer lab; and (8) Tulare County New Traditions Program, which trains low-income women for employment in nontraditional occupations. (YLB)

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American Association for Career Education

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BEYOND HIGH SCHOOL MAGAZINE

BEYOND HIGH SCHOOL MAGAZINE is a 36- to 42-page magazine designed to help teenagers, their parents, and educators to explore career and educational opportunities of the 21st century. It is published four times during the school year--in October, December, March, and May.

Each issue provides two feature articles on important topics ranging from choosing a college that's right for you or understanding financial aid, to how to make better decisions, how to choose the right part-time job, or how to create your own work.

The core of the magazine, however, centers on its six career path sections, each providing profiles of practicing career professionals from a wide variety of fields. The career sections correspond with Oregon's and Washington's career path curricula, and thus provide an excellent career education enhancement tool. The six career sections include communications and arts, business and management, health services, human resources, industrial and engineering systems, and natural resources and environmental science.

The magazine also features a money management section which offers teens practical advice and insights on managing money and living on their own. An open forum highlights other relevant information, from recent surveys related to work or prospective careers, to information on specialized training programs, to reviews of career-related books.

A volunteer advisory board of respected education and business leaders helps review and recommend ideas and materials for publication. Ideas also come from students, parents, educators, and employers. High school and college student interns and freelance writers help to research and write articles.

BEYOND HIGH SCHOOL MAGAZINE is supported through a combination of individual subscriptions, business-sponsored classroom subscriptions, and advertising.

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ASVAB CAREER EXPLORATION PROGRAM

The ASVAB CAREER EXPLORATION PROGRAM was developed by the Defense Manpower Data Center, Monterey, CA, and fielded in 1992 in schools throughout the United States. This program forms the basis for schools to develop a comprehensive career exploration program. The program is used in about 14,000 schools and with about 900,000 high school and postsecondary school students each school year. Although the ASVAB test battery was developed to enhance military recruiting efforts, the full career development program was designed to be effective and highly useful for civilian career exploration. The program is available to schools without cost.

The program features (a) a nationally normed multi-aptitude test battery called the *Armed Services Vocational Aptitude Battery (ASVAB)* which assesses math, verbal, and technical skill areas; (b) an interest inventory, the *Interest-Finder*, that helps students identify dominant vocational interests according to Holland's vocational personality theory; (c) activities and exercises that facilitate student selection of educational and work value preferences; (d) technical underpinnings that allow linkage of aptitude test results, interest areas, and preferences to characteristics of over 200 occupations in an exercise called *OCCU-FIND*; (e) procedures to determine those occupations that best match students' characteristics; (f) referral of students to additional information on their selected occupations in career information resources produced by the U.S. Departments of Labor and Defense; (g) assistance to school counselors through a counselor's manual developed with the assistance of the American Counseling Association, provision of training of school counselors, and school interpretation sessions for groups of students conducted by *ASVAB* personnel; (h) support materials including *ASVAB Student and Parent Guide, ASVAB Educator and Counselor Guide, ASVAB Counselor Manual, Exploring Careers: The ASVAB Student Workbook, The Technical Manual for the ASVAB Career Exploration Program*, and *Military Careers*; (i) incorporation of test results into state-based and commercial career information delivery systems; and (j) an automated version of the student workbook called the *ASVAB Career Information System*.

An independent evaluation of the ASVAB CAREER EXPLORATION PROGRAM shows that it is making a significant, positive impact on the career development of the students that use the program.

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NEW YORK CITY PEER INTERVENTION PROGRAM

The deficient, struggling tenured teacher who cannot function in the classroom was often neglected until New York City created the PEER INTERVENTION PROGRAM (PIP). PIP gives confidential, collegial, voluntary, and nonevaluative assistance to teachers in difficult, unrewarding circumstances. Participating Teachers and Peer Intervenors work together for up to one calendar year to address instructional issues.

Our clients, tenured teachers, often with severe pedagogical and personal deficits, average 15 years of classroom experience. They are generally disrespected by their students, often despised by their supervisors, and sometimes disliked by their colleagues. Many have been moved from assignment to assignment. Participating Teachers are quiet isolates suffering from very low self-esteem, both professional and personal.

PIP utilizes a vast range of activities, jointly developed by the Intervenor and the Participating Teacher, including observation and critique, explanation, demonstration lessons (modeling), conferencing, audiotaping and videotaping, and intervisitations with "star" teachers on site and in other schools. In addition, Intervenors often spend many telephone hours conferring with their Participating Teachers evenings, early mornings, and weekends. PIP is not an evaluative body; instead, Intervenors collaborate with Participating Teachers to help them make their own professional determinations.

Should Participating Teachers wish to explore other career avenues, aid is available through PIP's Alternative Careers Liaison. The teachers are assessed and supported through an individualized career counseling process. They are given the opportunity to evaluate themselves and to explore current openings in the job market. Through the use of the services of the Alternative Careers Liaison, teachers are given the opportunity to leave teaching in a dignified manner.

In 1994, the PEER INTERVENTION PROGRAM was selected as a finalist in the Ford Foundation-John F. Kennedy School of Government/Harvard University Innovations in State and Local Government Awards competition. This prestigious national award recognized the program as an innovative, unusually effective program addressing public needs.

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OKLAHOMA FOUR-YEAR PLAN OF STUDY

The FOUR-YEAR PLAN OF STUDY was developed by the Career Information Division, Oklahoma Department of Vocational and Technical Education, Stillwater, OK, for students to use in career planning. The plan is defined as a planned, coherent four- to six-year sequence that leads to or supports a career objective.

The plan can be used as a tool when eighth grade students begin to schedule their high school courses. Many have no idea of the choices available to them or of the courses they need to take for particular career interests. Many do not recognize that the decisions they make now will greatly influence their futures. The plan was designed to display the many available choices for students, and to help students think about what they want for their futures.

The plan is available in 13 different forms, each based on one of 13 career clusters identified by the U.S. Department of Education as sharing many common job duties and characteristics. Each includes graphics, scheduling options, planning options, and narrative information.

The OKLAHOMA FOUR-YEAR PLAN OF STUDY shows students how to meet state graduation and college entrance requirements, and how to build a solid vocational base. The plan provides a framework on which students may base important decisions.

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PINE VIEW MIDDLE SCHOOL VOCATIONAL GUIDANCE COURSE

In Washington County vocational guidance is alive and well. The need to assist all students in career planning is clearly evident, and greatly supported by the school board and community. The work makes an impact in students' day-to-day lives.

About 12 years ago grant money was available to develop a program to help students see available choices in three major areas: (a) World of Work, a general look at the students' abilities and the transition from school to the workplace; (b) World of Business, an opportunity to look at money in relationship to goods and services; and (c) a look at modern technology and its development and use.

From this start and working specifically with ninth graders, a need became clear. Students were really struggling to see why they were in school, the relevance of their classes, and what they could do to plan for future goals.

Thus came about PINE VIEW MIDDLE SCHOOL VOCATIONAL GUIDANCE. One focus of the course is organizational skills; each student keeps a notebook. Another important element focuses on exploring career possibilities, what's out there, where to find the information, and what I need to know to get there. Another significant part of the program is helping students learn about themselves. Self-esteem, interest surveys, values inventories, and other instruments help students identify knowledge about themselves.

Students take all information gathered to create a Personal Profile Data Sheet. With this, using their new knowledge of resource information, they write five career reports that cover at least three cluster areas. The last major project is a paper and a class presentation on one of the five careers.

Students have the opportunity to work with high school counselors who come into the class to help them with four-year plans. Our goal is to encourage a direction while still seeing the need to keep the doors open. Our job service representative also aids students by sharing which community resources are available. Apprenticeships and on-the-job training, military, Job Corps, college, and certificate programs are explained. A career guidance book is used.

Many students work harder for this course than for others because they see the goal: We are planning a future by what we organize today. PINE VIEW MIDDLE SCHOOL VOCATIONAL GUIDANCE helps young people, saves money, and gives students at all levels the right to be successful for themselves.

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ST. HELENS HIGH SCHOOL CAREER DEVELOPMENT COURSE

The CAREER DEVELOPMENT COURSE at St. Helens High School, St. Helens, OR, requires that each student create a personal career portfolio. The semester-long project requires the self-assessment of aptitudes, personality, interests, and skills. Students conduct in-depth occupational and educational program research, including informational interviews with members of the community and a financial aid plan for continuing education.

To earn "A" or "B" grades, students must research financial aid resources associated with their goals and draft a sample scholarship essay. They must visit potential training sites, interview students enrolled in training interest areas, conduct job shadows, survey companies by industry regarding personnel policies and procedures, compiling a report of results--and, finally, present research results to the class. This research also culminates in a typed, business-style portfolio organized in a binder with section tabs that correspond to research areas.

The Career Information System provides the beginning point for all student research. Students use computerized information resources to research occupations, training programs, military careers, college transfer, financial aid, industries, employers, and self-employment. Students take the *Armed Services Vocational Aptitude Battery*, *CIS SKILLS* program, and the *Self-Directed Search* to evaluate and learn more about themselves.

Students leave this class with an incredible resource that will be tremendously useful as they evaluate career and life options in the future. Students take pride in the work they complete in this course, and they have exemplary evidence of their work. The instructor sets very high expectations for students, and the CAREER DEVELOPMENT COURSE is highly respected.

Brian Waters has been teaching the eleventh grade course at St. Helens High for 15 years. During that time, 1,200 students have benefited.

Mr. Waters has helped other teachers in his county and region replicate the course. He has shared his career development expertise with counseling and instructional staff in his school. He has acquired noteworthy career development expertise from a special commitment to excellence, and served as a role model for quality career education in northern Oregon.

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SUNSET HIGH SCHOOL CAREER RESOURCE CENTER

The state's premiere career center is located at Sunset High School, Portland, OR. Thirty-five industrious volunteers and a committed counselor breathe amazing life into this center. Approximately 1,750 students and their families use this center annually. The center contains a resource facility with comprehensive, well-organized, current resources. The center adjoins a state-of-the-art computer lab where computer-assisted career development occurs all day long amid class and individual users.

Sunset's CAREER RESOURCE CENTER works like a modern "team machine." In collaboration with administrators, counselors, teachers and students, the center operates a facility that responds to diverse needs. An all-volunteer workforce drives the center. These committed volunteers use career information with extraordinary expertise. Monthly training sessions keep volunteers abreast of information updates.

A strong commitment to career development dominates Sunset's culture. The vision statement includes: "Sunset High School . . . a challenging educational community promoting lifelong learning, social responsibility, and respect for diversity." Counselor- and volunteer-led career guidance activities occur in various classes throughout four grade levels. Students use the CAREER RESOURCE CENTER and computer lab for research during various phases of their career and college searches. Parents and community members frequent this facility as well.

In 1995, Sunset students ranked second in Oregon for state scholarship funds and first on the West Coast for scholarship earnings. These accomplishments occur with commitment to career guidance and leadership, as Sunset's career center and counseling staff provide.

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TULARE COUNTY NEW TRADITIONS PROGRAM

The Tulare County Private Industry Council in Visalia, CA, offers NEW TRADITIONS. NEW TRADITIONS is a unique program that trains low-income women for employment in nontraditional occupations such as truck driving and welding. In a nontraditional occupation, 25% or less of the workforce is female.

Tulare Country has one of the nation's highest rates of public assistance. Over 21% of Tulare Country's population receives welfare or food stamps. Many women cannot break free of welfare because they do not possess the job skills they need to find work that pays more than the minimum wage. Working 40 hours a week at the minimum wage, most women cannot feed, clothe, and house their families. Because the average male-dominated job pays 30% more than the average female-gender traditional job, the Private Industry Council designed a program that trains women for high-skill, high-wage work in nontraditional occupations.

NEW TRADITIONS is unique because of its holistic view toward training women for nontraditional employment. Women are enrolled in classroom training that prepares them for high-wage, high-skill jobs. They receive services that address issues that could prevent them from completing school or finding employment. The Private Industry Council and a network of agencies, schools, and businesses have joined together and created a program that gives women the tools they need to build new traditions and break free of the "pink-collar ghetto" of low-skill, low-wage jobs.

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